



Quality of Education
Statement of Curriculum Aims
Subject: Food Preparation and Nutrition



CURRIUCLUM VISION

These are the principles that shape our intent of our subject at Bedale High School. We believe that every pupil, regardless of ability or background, should expect the same quality education in every lesson taught.

The vision and values for the food curriculum in both KS3 and KS4 are aimed at developing a passion for creating challenging, tasty and well-presented dishes. We want students to learn through having fun and having a go. We expect failure as part of the learning process and we want students to understand that this can be built upon to ensure progression in their learning and skills. We want students to believe that they can reach their full potential in this subject through guidance and nurturing and believe that they can be successful. To instil 'courage' we want our students to have a go, even when the work looks difficult, or it is the first time they have attempted something new. From mistakes comes learning. To instil 'commitment' we want our students to keep going even when the work is challenging. We want them to bring ingredients and to complete self-study when required and we want our students to produce work which is the best they can do. To instil 'compassion' we want our students to help each other to succeed. There are many times when some students will find certain concepts easier to grasp than other whether it is practical or theoretical work. Students will be encouraged to share knowledge and understanding.

Our curriculum develops an awareness of all areas highlighted in the SoL and enables students to use this knowledge with confidence to cook and apply skills which will help them to succeed. They will understand how, why and where food is grown to appreciate sustainability for future generations. Students will understand the impact of a healthy diet and nutrition.

Our students will be taught the chemical structure of ingredients so that they have a real understanding of what each ingredient function is in a recipe. They will then be able to identify why a recipe has not worked and make changes whilst being able to comprehensively explain why.

Our curriculum will encourage students to cook with confidence and enable them to make informed decisions about a wide variety of further learning opportunities and career pathways as well as to develop vital life skills that enable them to feed themselves and others affordably and nutritiously now and in later life.

It is expected that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and to be successful in their learning so that we can deliver our mission and aims.

CURRICULUM RATIONALE

The main focus at the start of year 7 is to ensure that pupils are safe to cook. Students are trained in how to use equipment safely and how to prepare, cook and store food safely. As many year 7 pupils have had different experiences at KS2 we aim to either introduce and/or reinforce knowledge on healthy eating and eating a balanced diet. Students are taught the importance of using seasonal food, changing basic recipes and energy balance. IN Year 8, Knowledge on healthy eating is revisited and built on by introducing nutrition. Pupils are taught to identify the function of the main macro and micro nutrients, their source and their deficiency. Hygiene and safety and revisited and built upon by looking at food safety control in greater depth. This is accompanied by practical work using high risk foods. Students are taught how recipes can be modified to meet healthy eating guidelines learnt in year 7 and also how to identify what nutrients are in the recipes and how the recipes could be improved.

In years 8 and 9 students continue to cover work outlined in the National curriculum core competencies. They build upon prior learning and learn new information to help them have a wide and balanced view of the food curriculum. An example of this would be healthy eating in year 7 is developed into nutrition in year 8 and then applying this to the differing needs of groups of people in year 9.

At GCSE pupils are introduced to the course and nutrition and healthy eating are immediately revisited from year 8. Extra nutrients are added and some vitamins are explored in more depth e.g. the vitamin B group. Carbohydrates are explored in greater depth in terms of their chemical structure and their function in recipes. Students explore the effect of heat on carbohydrates and the function of ingredients used in bread making. Students make bread products and homemade pasta.

Pastry making is introduced which revisits carbohydrates but then fat is introduced and its function in cooking. Students will learn about the function of pastry ingredients, types of pastry and their uses in cooking. Students will study vegetables and fruit, their structure and how heat and acids affect how they react when used in recipes. In term 3 students will explore cake making and the function of ingredients in different methods of making. Protein will be explored in greater depth especially in how heat, mechanical action and acid affect the chemical structure and relation to eggs and their function in cooking. Dairy processing will be explored as well as cheese making and the use of enzymes and acid in food.

Students will explore food provenance and sustainability. They will revisit food hygiene learnt at KS3 but look in more depth at food poisoning bacteria and prevention of food borne illness. Practical work will revisit areas that have been explored in Year 9 but which demonstrate greater skill due to the longer lesson structure. Pupils will look at the presentation of dishes.

Students will practice skills for NEA 2 such as researching using primary and secondary sources. Students will start to cook dishes independently which match the brief they have been given. Students will be given mock practical assessments with a critique to demonstrate how they can improve. Students will also study food marketing, additives and food processing

Practice skills for NEA 1 which they will start in September. Food Science will be revisited but applied to food science experimentation. Students will be shown how to set up experiments fairly and how to identify relevant experiments. Theoretical aspects will cover food labelling and food allergy and intolerance. IN Year 11 the NEA is introduced and students are prepared for their theory examination

